



## Process of Perfection Method and Its Adaptability in EFL Classrooms of Nepal

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### Abstract

This study assesses the effectiveness of the Process of Perfection (POP) teaching method in English as a Foreign Language (EFL) classrooms, particularly among students with varying English proficiency levels and limited access to ICT tools and teaching resources. Six English language teachers and 40 students from a Nepalese private school employing the POP method within the Global Classroom curriculum participated in the research. Using a mixed-methods approach, questionnaires were administered to both teachers and students to collect data. Findings indicate that, in Nepal's context, the advantages of the POP method outweigh its drawbacks. Teachers found it beneficial, simplifying the creation of hands-on activities, and aligning recommended activities with lesson content. Importantly, the method accommodated diverse learning styles: visual, auditory, and kinesthetic. Students reported satisfaction, perceiving the POP method as an enjoyable and effective learning process. However, some struggled with advanced English grammar concepts. This research underscores the need for ongoing educational adaptation, introduces the promising POP teaching method, and provides evidence of its efficacy within a specific educational context.

### Keywords:

GC curriculum, method, effectiveness, adaptability, activities

### INTRODUCTION

At this cutting age of science and technology, the method of teaching of English as a foreign language is being influenced by the use of different ICT tools like personal computers, multimedia projector, cell phone, sound box, social media, DVD player, pen-drive and many more. And some studies have also shown that these resources have positively impacted on the learning outcomes of students in foreign language teaching.

But, unfortunately, every school in Nepal cannot set up a well-equipped classroom. The Internet is not accessible everywhere on account of varied circumstances. On the other hand, geographical hurdles have added woes to the situation. In this case, educators need to develop a method of teaching that not only adds a new dimension to the teaching, replacing the existing old system but also serves effectively even if there are just few amounts of ICT equipment and other teaching resources like puppets, realia, picture books, blocks, flasks, test tubes, palettes, funnels, scotch tapes, etc.

Professional teachers are always on the lookout for substituting their old-fashioned method of teaching. Teaching methods are the ways or process of applying strategies to make students acquire the information that is given by a teacher. Teaching methods are systematic and guided by step-by-step instructions. The term “**teaching method**” suggests “the general principles, pedagogy and management strategies that are used for classroom instruction. Your choice of teaching methods depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement” (Teaching Method, nd). A teaching method is based on general principles and management strategies. A teacher must decide what method of teaching is suitable for his/her classroom. Kumaravadivelu (2001) emphasizes the significant influence teachers wield in determining the teaching approaches they employ in their classrooms. He stresses that teachers should possess a holistic comprehension of the classroom environment, enabling them to evaluate the effective implementation of their chosen teaching methods. Only after experimenting with a teaching technique, decisions about the appropriateness of a particular teaching test in a particular situation can be reached.

Good teaching and maximum learning outcomes are greatly enhanced by the quality, relevance and effectiveness of the method applied in EFL classrooms by teachers. That is a key rationale for this paper.

A renowned secondary level progressive school located in the Kathmandu Valley is recognised as the only school in Nepal that implements Global Classroom curriculum (India). Global Classroom curriculum is based on the philosophical framework for education conceptualised by Dr Sunita Gandhi, PhD, Cambridge University, UK, President and Co-Founder, Council for Global Education, US. Global Classroom curriculum is supported by a broad base of research and the rigorous exploration of education systems around the world as conducted by Dr Sunita Gandhi during her visits to 38 countries. On top of this, ‘Process of Perfection’ (POP) method is the essence of GC curriculum. Although the general objective of the study was to find out the effectiveness and adaptability of this particular teaching method in EFL classrooms at the school level of Nepal, the researcher was guided by the following research questions:

- a. What resources are required to implement the POP method and how to do it?
- b. To what extent has this method of teaching of an international curriculum impacted their students’ learning in the EFL setting?
- c. What are the problems/difficulties implementing this method?
- d. How can it be customized to cope with the problems of low-resourced classrooms?

## LITERATURE REVIEW

A teaching method is a proper step-by-step guideline for classroom instruction. A teaching method is systematic steps to be followed by an instructor, which is guided by a theory rather than assumptions. Whether someone is experienced or new to teaching,

she/he must follow a certain procedure of teaching. (Definitions, n.d.) defines “a teaching method is the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorisation, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.” Teaching methods are guided by certain principles, so they are systematic and organised. Similarly, Haron (2012) also associates the transmission of knowledge and skill with teaching methods by stating: “Teaching methodology plays an important role in transmitting knowledge and skills to learners. The effectiveness of both knowledge and skills depends greatly on methodology used.”

Zawadi also emphasises the wise selection of teaching methods in her article that one of the most important things that a teacher “should decide is the type of teaching method that they will apply in their classroom.” Most teachers attempt to make their classes interactive, give demonstrations, teach students rhymes, instruct students to memorise names of objects, places, months, writers, etc. Sometimes all these varieties need to be integrated into a class. Only after setting the objectives of a lesson, a teacher may determine teaching methods to be applied in class. Kumaravadivelu (2001) opines that teachers need to build a holistic understanding of what happens in their classroom to shape the practice of everyday teaching. Teachers are expected to systematically observe their teaching, interpret their classroom events, evaluate their outcome, identify problems, find solutions, and endeavour to see once again what works and what does not. This clearly states that teachers are researchers who could observe their teaching by recording it, evaluate their outcome using rubrics, identify existing problems and search for remedies. In other words, teachers need to experiment with different teaching methods to solve their everyday teaching problems.

Teaching English with a method that addresses the needs of a particular type of learner only is unfair. Every classroom is heterogeneous, as learners possess different talents and varied interests, which cause teachers to believe that children are to be inspired and cajoled into maximising their own performance. As teachers, we should shoulder the responsibility to search it out and help them nurture it by providing an apt space of learning. So, Gardner provided a means of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or ‘intelligences’, (Armstrong, 2008, p.6). His list includes: (1) linguistic, (2) logical mathematics, (3) spatial, (4) bodily-kinaesthetic, (5) musical, (6) interpersonal, (7) intrapersonal, and (8) naturalist.

There is no question that our classroom consists of students with such intelligences. It is imperative that we teachers employ a wide range of strategies to address all the learning styles to personalize learners’ education. Our strategies must match their instinctual requirements to achieve an intended goal. Armstrong (2008) firmly says that because of these individual differences among students, teachers are best advised to use a broad range of teaching methods to help students acquire information and develop skills. As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own most highly developed intelligence(s) actively involved in learning. Some of the teaching methods that teachers can use are listed in Figure 1.

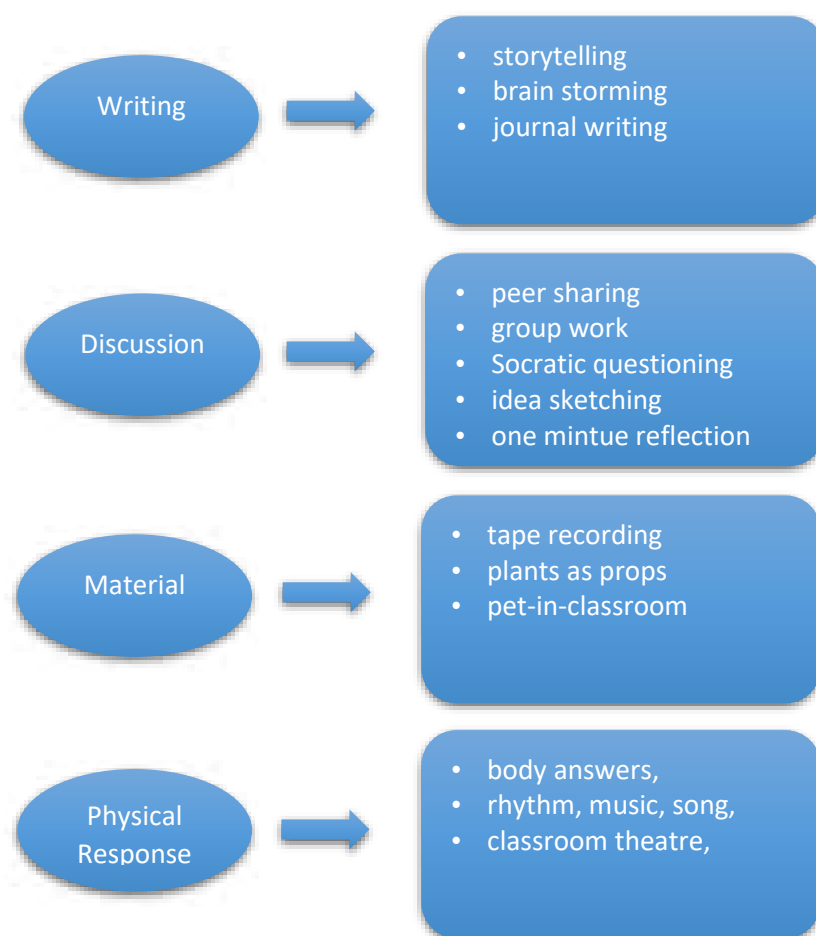


Figure 1: Categorisation of some teaching methods

If we succeed in embedding such teaching methods into our curricula and everyday teaching practice, students' outstanding performance can be expected. Only using a wide range of methods can address the need of different types of learners.

Different people hold varying outlooks on the definition of "method", there is no similar definition in the field of English language teaching at present. There is not any English word which is completely corresponding to "method". The Modern Chinese Dictionary (Chinese Academy of Social Science, 2005) defines "method" as "The way, procedure used to solve issues of thoughts, speeches and actions, etc." Obviously, the three conceptions are easily confused. A three-level method (approach, method and technique) identified by Anthony (1963) clarifies the confusion (See Figure 1). Approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A method is procedural. Technique is implemental-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate object. Techniques must be consistent with a method, and therefore in harmony with an approach as well. In a layperson's term, different approaches and methods lead to different techniques.



Figure 2. Levels of method

Following Richards and Rodgers (1997) re-conceptualised “method”, and proposed that “method” is made up of three levels “approach, design and procedure”, which are represented by “approach, method and technique” respectively. Method is only a concept of upper describing the three levels “approach, design and procedure” (See Figure 2). An approach defines assumptions, beliefs, and theories about the nature of language and languages learning. Designs specify the relationship of the theories to classroom materials and activities. Procedures are the techniques and practices derived from one’s approach and design.

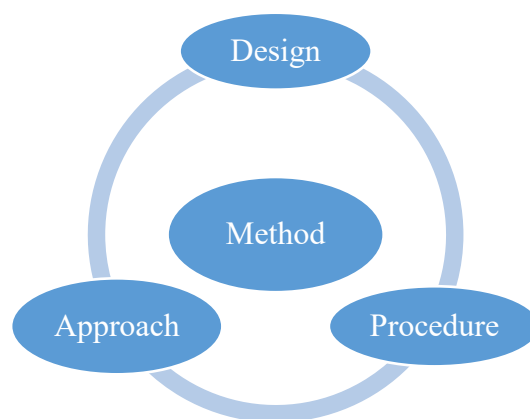


Figure 3. Three levels “approach, design and procedure”

Training of the techniques and procedures of a specific method is probably inevitable for student teachers’ entrance into teaching, because it provides them with the confidence they will need to encounter curious learners and it provides techniques and strategies for presenting lessons (Richards, 2001). Novice teachers cannot enter a classroom with confidence to teach his/her content. A proper training program on a particular method is necessary for teachers to confront any type of challenges that can prevail while teaching.

Adamson (2018) adds that methodology denotes the study of the system or range of methods that are used in teaching, while a method is a single set of practices and procedures, derived from theory or theorisation of practice, that impinges upon the design of a curriculum plan, resources, and teaching and learning activities. Methodology is more detailed and more systematic than a method. A method is just a portion of methodology. Ancker (2001) says, “I would not want to impose a method on anybody, but it seems to me the more methods we have, the more we see the variety of human experience, the more we have a bigger palette from which to paint our picture. We have more choices”. Selection of teaching methods has to be reliant on a teacher. A teacher trainer, head teacher, school administrator or counselor cannot comment much more than a classroom

teacher on academic calibre and weaknesses. A teacher should enter a classroom with a wide selection of methods and make choices depending on the interest and understanding level during a session. In the similar fashion, when training teachers the specific methods, it is pointless to argue over the best method. Every method has its own advantages. What student teachers should do in their teaching practice is to select different methods based in the light of different learners, teaching objectives and learning stages. While selecting the methods, the student teacher should take these elements into consideration. For example, we can use the TPR (Total Physical Response) more while teaching the first year middle school students differently from the third year middle school students, as the potential for losing face becomes greater the older the learners get (Harmer, 1998). Besides, student teachers should select methods in light of their own features. Otherwise, it will lead to Dongshixiaopin.

Some educationalists suggest that teachers' pedagogy should be comprised solely of methods, carefully selected to match the needs of the context in which they shall be employed. For example, Rivers (1981, p. 55) describes teachers using a principled eclectic approach as trying:

to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for purposes for which they are most appropriate. True eclecticists, as distinguished from drifters who adopt new techniques cumulatively and purposelessly, ... adapt their methods to the changing objectives of the day and to the types of students who pass through their classes. They gradually evolve a method which suits their personality. To be successful, an eclectic teacher needs to be imaginative, energetic, and willing to experiment. With so much to draw from, no eclecticist need lack for ideas for keeping lessons varied and interesting.

Nunan (1991, p. 3) has strong reservations about the value of methods: Despite their diversity, all methods have one thing in common. They all make assumptions that there are certain principles which will determine whether or not learning will take place. Thus they all propose a single set of precepts for teacher and learner classroom behaviour, and assert that if these principles are sincerely followed, they will result in learning for all. Unfortunately, little evidence has been forthcoming to support one approach rather than another, or to suggest that it is the method rather than some other variable which caused learning to occur. In fact, world-weary cynicism from teachers often welcomes the integration of new methods by curriculum developers. When researching teachers' understandings of project-based learning in a primary school, I was told by one English Language teacher that she half-heartedly embraced the innovation, as she found the learners were rapidly bored with the same approach. She continued to keep herself abreast of latest ELT trends, teaching methods and professional development programs.

After having reviewed some literature on it, it can be said that a teaching method is guided by some assumptions created by a set of theories. All teaching methods aim at improving the different skills of students. Adopting a single teaching method in an EFL setting may not be justifiable in many cases as students who represent different social, cultural and economic backgrounds constitute our classrooms. Determining the best teaching method for English language teaching is baseless. A teacher must select carefully what teaching method(s) are appropriate for his or her classroom to meet the objectives

of a particular lesson. After doing a lot of study on the meaning of teaching methods, this paper intends to assess and analyse the effectiveness of POP method.

### **IMPLEMENTATION OF ‘POP’ METHOD**

(Global classroom, n.d.) defines POP as “a learning process that serves as a joyful and effective process and emphasises perfect learning before leaving a new chapter. It has four sections.” (Global Classroom Pvt Ltd, 2015) teaches how to implement “POP” with step-by-step explanations. On watching this video file, teachers can get an overall of what POP is like and how to adapt it according to their subject matters.

**POP A: WARM UP** helps students understand the present level of a class, generates interest and improves thinking skills.

**POP B: DRAMATIC PRESENTATION** helps students improve understanding by every child’s active involvement in hands-on or kinesthetic activity, teaches better the first time and creates memorable and joyful moments.

**POP C: ACCELERATED LEARNING WITH THE CONTROL OF ERROR** gives a platform for instant feedback to fix any gaps in understanding, ensures mastery through practice before writing, speeds up learning to save time and eliminates the need for tuition.

**POP D: WRAP UP** is the verbal, visual, kinaesthetic or written process to ensure mastery before moving on to each new concept.

It is important to go through these four stages to fulfil the objectives a particular lesson. This teaching method provides students with instant feedback so that teachers can detect students’ weaknesses and solve it. This method is suitable for different types of learners and maximum learning outcome can be expected. Global Classroom claims that “POP uses processes that have the highest impact on learning according to worldwide research.” This is because while implementing thematic units, warm-up, kinesthetic and visual activities focus on understanding.

(Edison education, n.d.) also lays emphasis on the usefulness of the method of ‘POP’: This webinar will go into how to make learning effective, time efficient and empowering for every child using Process of Perfection (POP). Our expert trainer James Pearce will go through the four steps of POP, why and how each one of the steps is a value-added proposition. POP helps in transacting learning for understanding, consolidation and application.

As can be seen, POP helps teachers make learning effective, time efficient and empowering for students. POP consolidates the learning of children by dint of hands-on activities.

### **ADAPTATION OF POP**

Every weekly lesson plan you write must incorporate the abovementioned components. These elements lead to mastery of content in time efficient and effective ways. It takes a concept from its concrete understanding into abstraction before the written form. Processes focus on self- learning, planning, critical thinking, self-evaluation, and the integration of values and life skills. Languages of encouragement positively reinforce every child towards progress.



Figure 4: Four stages of POP

**Step1.** The first stage is known as **Warm-Up/Teaser Test/Baseline Survey**. At this stage, teachers challenge students with a question that is relevant to the topic. Students need encouragement to guess the lesson they are going to learn with the help of the baseline survey. This sort of challenging teaser test helps teachers analyse the level of their previous knowledge. Students are permitted to use notebooks or slates. If the question has options, teachers can adopt strategies such as *yes-no response*, *clap up or down*, *stand up or sit down*, *show black side or white side of paper*, etc. depending upon teachers' convenience and students interest. Here, teacher checks students' previous knowledge of the lesson he or she intends to teach. After doing this test, teacher can conclude what percentage of students has good knowledge. Teacher will keep record like 20%, 40%, 60% or 80%. If students' understanding of the first stage is less than 60%, the teacher has to do at least 3 activities to give students a very clear concept of the chapter he or she has planned to teach. So, this stage is very crucial.

**EXAMPLE:**

*If you have planned to teach 'Verbs, you may ask the following questions first.*

**a. Which one of the following suggests an action?**

A: run

B: looks

**b. Which one of the following suggests state?**

A: was

B: watch

*If your answers are A's, stand up/clap twice/just sit down/put up your right hand, etc.*

**Step 2.** At the second stage, students are encouraged to participate in **Hands-on or Dramatic Presentation**. At least two activities have to be conducted in the classroom. All the students have to be encouraged to use their 'hands'. It is believed that things learnt using hands are far better than listening to lectures. Such activities are really meant to help students conceptualise.

**EXAMPLES:**

*A. If you have planned to teach 'Adverbs', you may do the following activity.*

*First, divide your students into two groups. Distribute flash cards with types of adverbs on it to group A. Then, call group B students in turn to make different sentences using different adverbs. After a student goes to the front of the class and writes a sentence on the whiteboard/blackboard, ask group A students if anyone of them can spot an adverb in the sentence that falls under the type of adverb that they have in their flash card. For example, Rita walks fast when she goes to school.*

*Ans: fast—adverb of manner*

*B. If you have planned to teach ‘Degrees of Adjectives’, you may do the following activity. Make THREE students stand in a row holding a placard each with ‘Positive’ ‘Comparative’ and ‘Superlative’ written on it. After that, distribute flash cards containing different degrees of adjectives to the rest. Call a student with a positive degree of adjective first. S/he will be followed by other two with comparative degree and superlative degree respectively. For example,*

|                             |                                |                                |
|-----------------------------|--------------------------------|--------------------------------|
| <i>Student A (positive)</i> | <i>Student B (comparative)</i> | <i>Student C (superlative)</i> |
| <i>little</i>               | <i>less</i>                    | <i>least</i>                   |

**Step 3.** The third stage is **Accelerated Learning**. This stage progresses smoothly and quickly if students get adequate concept about the topic. Rather minds of students are activated during this stage. So mental learning is prioritised at this stage. Students are encouraged to use only pencils for smooth progress and mental development. Exercises given in the book should be discussed orally. The techniques that are used at the first stage are used here also to control the error. At this stage students get prompt feedback.

**Step 4.** Finally, the lesson is wrapped up with a test [**Wrap-Up**]. A page in the book is ticked for a test. The test page is a page that has not been discussed orally before. After the test, students can do peer tutoring, peer or self-checking, group learning, role plays, and dramatic presentation.

Table 1:  
Associating Education with values

| Topics                  | Virtues              | Topics                       | Virtues       |
|-------------------------|----------------------|------------------------------|---------------|
| Vocabulary and Spelling | Punctuality          | Articles                     | Determination |
| Use of Dictionary       | Search for Truth     | Prepositions                 | Relationships |
| Rhyming Words           | Orderliness          | One Word Substitution        | Integrity     |
| Just-a-Minute           | Perfection           | Role Plays                   | Cleanliness   |
| Singular and Plural     | Unity                | Sentences                    | Beauty        |
| Nouns                   | Leadership           | Punctuation                  | Harmony       |
| Gender                  | Caring               | Comprehension                | Joyfulness    |
| Story Telling           | Creativity           | Show and Tell                | Beauty        |
| Pronouns                | Generosity           | Similes                      | Perseverance  |
| Adjectives              | Global Understanding | Direct and Indirect Speech   | Equality      |
| Picture Composition     | Cooperation          | Letter Writing               | Friendship    |
| Composition             | Cooperation          | Conjunctions                 | Patience      |
| Verbs                   | Service              | Adverbs                      | Helpfulness   |
| Tenses                  | Honesty              | Homophones                   | Humour        |
| Antonyms and Synonyms   | Fairness             | Idiomatic Expressions        | Culture       |
| Conversation            | Sharing              | Expressing in Spoken English | Wisdom        |

A very notable thing is that you should not let your students know what you are teaching next. This always sustains interest of students. Associating a value with each concept provides opportunity for teachers and parents to discuss and integrate a value, as illustrated in Table 1, in the teaching of a topic of English. We must try to instill such virtues into our students. Students should always be told the implication of each topic they learn. For instance, the lesson ‘Use of Dictionary’ can be associated with the value of ‘Search for Truth’. In layperson’s terms, to use a dictionary means to seek a real meaning or usage of a word in an authentic resource. Moreover, the virtues may serve as an objective of a lesson/topic. See the table from Global Me! English Grade 7 Inspiring C Tierbook 4 of 6.

## **METHOD**

To carry out the study, the researcher collected information in both qualitative and quantitative manners. Considering the objectives and the research questions, the researcher selected Mix Method approach to collect, collate and analyse the data. The qualitative method mainly included an informal interview and the analysis of the previous study. Quantitative method covered questionnaire, designed following the 5 points Likert Scale (1932), which was served to both the students and the teachers.

## **Participants**

The study focuses on a private progressive school that implements GCPL and adopts the teaching method of ‘POP’. From the school six teachers (one male and five females), and 40 students were selected as informants for data collection in 2019. Teachers who have at least a graduate degree in English language and one year’s experience of adopting POP method were selected for an informal interview and a questionnaire survey. The students were selected randomly from different grades 6-8.

## **Research Instruments**

Several instruments were used in this study. It used in-depth interview and analysis of examination-related material to collect qualitative data, and conduct a questionnaire survey. Two different questionnaires were prepared for English language teachers and students, each having ten statements with the options of Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

## **FINDINGS AND DISCUSSION**

### **Teachers’ Views through the Interviews**

The selected teachers said they used different teaching materials to implement ‘POP’ every week. They used a laptop, overhead projector, printed pictures, newspaper cuttings, textbooks, playthings, puppets, real fruits from the school kitchen, different props from the art room, etc. Some said that they used mobile phones, overhead projectors, etc. sometimes to play songs, radio programmes, etc.

One of the participants informants said, “Every year new teachers receive training on the implementation of POP from Indian and sometimes from Americans, but we do not receive certificates.” It is the idea that can maximise the outcomes of student learning rather than a certificate. Every new teacher must receive training from a trainer to

familiarise themselves with this teaching method. Some teachers revealed that they were also compelled to attend the same training from the same trainer in the subsequent years. One lady teacher said with relief that they did not have to worry about hands-on activities as all the readymade activities were contained in the books itself. What they had to do was to collect, collate and prepare teaching materials. Chart papers, blank sheets, handouts, slates, chalk, flash cards, etc. were dominantly used to execute POP.

The only male teacher said that almost every student was interested to participate in hands-on activities. If students were interested in doing an activity, they would definitely learn something.

It is obvious from the interview that this internationally recognised teaching method can engage students in activities and help to conceptualise grammatical rules and can be adapted and used in Nepal's schools where well-equipped classrooms are still a far-fetched dream. It will be a unique and innovative method in EFL classrooms because the use of slates was the only writing material for students in Nepal's government schools two decades ago. This material can be used again with a different purpose to accelerate student learning and maximise learning outcomes.

The use of ICT tools cannot be ignored. Such tools supplement and reinforce student learning. ICT makes learning more fun and influences learning patterns and consolidates students' concepts. But there is no difficulty adapting, adopting and implementing this teaching method in any EFL classrooms as this method is well researched in several countries and systematic. Even Chapelle (2003) stressed that technology is necessary to improve the language ability of students simultaneously inside and outside of the educational setting. It is very important that a teacher has to be well aware of the four stages of POP.

### **Findings From the Questionnaires**

The questionnaire used to collect data consisted of structured questions. The selected teachers were asked to give their answers in a five-point Likert Scale: strongly agree, agree, neutral, disagree and strongly disagree. Table 2 below shows teachers' views on the effectiveness and adaptability of POP method in EFL settings.

As shown in Table 1, POP method is systematic and well-organised, and it is less stressful to implement due to its simple structure. This method saves teachers' valuable time and teachers can use their mind for planning, designing or conducting other activities. As the method has been developed considering the interests of young children, children enjoy doing activities and show interest in class. This leads to a higher level of achievement and maximum outcomes. The best thing is that this method can play an important role in a low-resourced classroom too. If the use of technology is not feasible, still learning can be made fun and effective and better results can be achieved by using paper materials, local resources and creative ideas in classrooms. The only thing that is uppermost in mind is familiarity with the method. Teachers need to receive some training on it. Once teachers attend training, they can be confident soon enough to apply this method in their class and make a difference in students' lives.

Table 2. Teachers' responses to the questionnaire

| Statements  | SA      | A      | N      | D | SD |
|---|---------|--------|--------|---|----|
| 1. POP method is very systematic and organised.   | 6(100%) |        |        |   |    |
| 2. POP method is easy to be adapted in EFL settings.  | 3(50%)  | 3(50%) |        |   |    |
| 3. The implementation of POP is not frustrating for English language teachers.                              | 3(50%)  | 3(50%) |        |   |    |
| 4. POP saves my time and allows me to devote my time to correction work and planning.                       | 4(67%)  | 2(33%) |        |   |    |
| 5. I am confident of implementing POP in my class in my own way.  | 5(83%)  | 1(17%) |        |   |    |
| 6. POP is effective enough to teach English even in the absence of ICT tools.                               | 4(67%)  |        | 2(33%) |   |    |
| 7. POP reinforces students' concepts about English chapters and maximises learning outcomes.                | 6(100%) |        |        |   |    |
| 8. Students enjoy my classes because this method caters to the needs of young children.                     | 5(83%)  | 1(17%) |        |   |    |
| 9. A lot of teaching resources must not be prepared to implement this method of teaching in EFL classrooms. | 4(67%)  | 2(33%) |        |   |    |
| 10. I recommend this method to Nepalese schools to improve the teaching of English.                         | 4(67%)  | 2(33%) |        |   |    |

The questionnaire consisted of structured questions. The selected students were requested to give their views on a 5-Point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. Table 3 shows students' views on the effectiveness of POP method.

Here, the students expressed their personal views without any fear and hesitation and attitudes on the effectiveness of POP method, a part of Global Classroom curriculum. Most of the students expressed positive views in many cases. 90% of the selected students agreed POP method is engaging and interesting. Only a few students wanted to be on a safer side choosing the option 'Neutral'. The most remarkable thing was that no student expressed dissatisfaction except for two students (5%). None of the selected students chose 'strongly disagree'. 90% of the students agreed that POP method engages students and they can learn through fun. 75% of them agreed that this method helps students grasp concepts easily and consolidates their learning. The same number of students agreed to recommend this method to other schools in Nepal.

The study examined the Process of Perfection (POP) teaching method in English as a Foreign Language (EFL) settings, focusing on both teachers' views and students' perspectives. The findings indicate a strong consensus on the method's effectiveness. Teachers appreciate its systematic structure, adaptability, and reduced stress levels, while students prefer its engaging and communicative approach, highlighting its ability to enhance language learning and comprehension.

A key strength lies in the method's adaptability and resource efficiency, particularly relevant in contexts like Nepal with limited resources. It doesn't demand excessive teaching resources, making it a cost-effective option for schools with budget constraints.

The student-centered nature of the POP method promotes inclusivity by catering to diverse learning styles, fostering an environment where all students can thrive and internalize personalized education.

Table 3:  
Students' responses to the questionnaire

| Statements  | SA        | A         | N         | D     | SD |
|---|-----------|-----------|-----------|-------|----|
| 1. POP method is engaging and interesting.  | 36(90%)   | 2 (5%)    |           | 2(5%) |    |
| 2. POP method improves English learning.  | 25(62.5%) | 10(25%)   | 5(12.5%)  |       |    |
| 3. POP method helps grasp concepts about grammar and consolidates learning.   | 30(75%)   | 10(25%)   |           |       |    |
| 4. POP method is appropriate for introverted students because it encourages students for communication in class.              | 20(50%)   | 5(12.5%)  | 15(37.5%) |       |    |
| 5. Teachers use a wide range of teaching resources during the implementation of POP.  | 35(87.5%) | 5(12.5%)  |           |       |    |
| 6. I always participate in the hands-on activities to get clear concepts about different chapters.                            | 20(50%)   | 10(25%)   | 10(25%)   |       |    |
| 7. POP reinforces students' concepts and maximises learning outcomes.   | 19(47.5%) | 21(52.5%) |           |       |    |
| 8. I suggest to others schools to implement it.   | 30(75%)   | 10(25%)   |           |       |    |
| 9. I am happy with POP method because we do most of the tasks orally and I don't have to spend much time on home assignments. | 35(87.5%) |           | 5(12.5%)  |       |    |
| 10. POP method has helped me improve my all four skills of English.   | 15(37.5%) | 15(37.5%) | 10(25%)   |       |    |

The study's recommendations, especially from teachers, hold weight and can lead to wider adoption of the POP method in Nepal and potentially in similar EFL settings globally. Its effectiveness, adaptability, and cost-efficiency suggest its potential as a model for innovative language education, especially in resource-constrained environments beyond Nepal. Continuous teacher training, teachers' willingness to keep abreast of latest ELT trends, a wide range of teaching approaches and professional development underscore a commitment to excellence in education. As ICT tools are also man-made and controlled by humans, teachers' creativity, willpower and proper use of locally available resources can play an instrumental role in making classes engaging, interacting and interesting. Teachers just should do the same thing differently, not repeatedly, to maximize outcomes.

## CONCLUSION

POP method was piloted around the world including South Asian countries, India, Bangladesh, Srilanka and Nepal. All the teachers who were interviewed and surveyed for this study did not use ICT tools very frequently because they asserted that the method itself is unique in nature. However, integrating ICT tools into this method will certainly help in accelerating students' learning process and give students a unique feel in class.

This method can be adapted and implemented anywhere in the world. Most teachers enjoyed applying this method and students enjoyed it being part of the international method. The method can be adapted and implemented by using easily accessible materials—recycle paper, chart paper, mobile phones, dresses, natural objects, or any local resources to sustain interest in young students. Furthermore, as it was mentioned earlier that it is a basic solution to addressing the low-resourced classroom problem. Based on the findings, it can be asserted that in Nepalese context, this method will be fruitful in a traditional classroom and very fruitful in well-equipped classrooms if teachers are provided with intensive training on POP and supported in every possible way by school authorities.

This study had some limitations in terms of sample size, research site and the research area. It had included a very small sample size because of which the findings of this study cannot be generalised. The research was based on one school only in Kathmandu that implements POP method of GC curriculum. This must be the first research on POP method of teaching. The findings of the study, therefore, have limited applicability.

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